DEFINING NARRATIVES INSTITUTE

PROGRAM FRAMEWORK AND EVIDENCE BASE

JCVI: Gun Offenders Program

A 23-week curriculum for young men ages 15 to 25

What the program is, who it serves, the research behind each component, the safeguards that govern it, and how its results will be measured.

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RONNIE LILLARD
WE THE REVOLT, INC.
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ABOUT THIS DOCUMENT

This framework describes JCVI: Gun Offenders Program, the curriculum and delivery model that We The Revolt operates through the Defining Narratives Institute for young men referred on a gun charge or identified as at risk of gun violence. It is written for probation officers, judges and court staff, defense counsel, juvenile justice agencies, legislators, and funders of community violence intervention. It sets out what the program is, whom it serves, the research each component draws on, the safeguards that govern it, and how its results will be measured.

Every statistic was checked against its original publication or an authoritative index in October 2026. Statutes were read on the Florida Senate's official site, and relevant appellate decisions were checked as of the same month. Appendix A describes the method. Where a finding is limited, imprecise or contested, the text says so.

STATUS

Version 1.0, October 2026. JCVI is evidence-informed and has not been independently evaluated. Section 9 sets out the evaluation plan. The legal content and the safety-disclosure protocol in Appendix C are subject to review by Florida-licensed counsel before wide release (Recommendation 1).

FIGURES

Figure 1. The JCVI age band against research findings and legal thresholds

Figure 2. Florida minimum mandatory prison terms for firearm possession and use

Figure 3. The 23 weeks, with the JCVI lessons

Figure 4. Where each toolkit element is introduced and practiced

Figure 5. Change in reoffending by intervention philosophy, juvenile programs

Figure 6. The JCVI pathway from referral to completion

CONTENTS

Executive summary **2**

1. Introduction **4**

2. The population **5**

3. The legal stakes in Florida **8**

4. Program design **10**

5. The JCVI toolkit **13**

6. Evidence base **15**

7. Delivery and continuity **19**

8. Safeguards and governance **21**

9. Measurement and evaluation **23**

10. Limitations **25**

11. Recommendations **26**

Endnotes **27**

Appendix A. Data sources and methods **30**

Appendix B. Week-by-week map **31**

Appendix C. Safety-disclosure protocol **32**

About **33**

TABLES

Table 1. Florida law taught in the curriculum

Table 2. The eleven JCVI lessons

Table 3. Logic model

Table 4. The JCVI toolkit

Table 5. Summary of evidence by program component

Table 6. Outcome and implementation measures

EXECUTIVE SUMMARY

Summary of the program and the evidence

JCVI: Gun Offenders Program is a 23-week curriculum for young men ages 15 to 25 who have been referred on a gun charge or identified as at risk of gun violence. It contains the full Youth Intervention Program, the core curriculum of the Defining Narratives Institute, and adds eleven lessons, each with its own written work, at the points where a gun changes the conversation: identity, presence at a crime, injury, retaliation, the seconds before an irreversible act, fear, victims, social media, the legal record, credible messengers, and the commitment to interrupt violence. Seven practical tools adapted from cognitive behavioral and community violence intervention practice run through those lessons.

For participants under 18, JCVI begins inside the juvenile detention center, often the first setting where a program can reach a young person after a gun arrest. Young adults enter through probation and partner referral. Every participant continues without restarting, in person in Miami, in a live online cohort open only to referred young people, or on a phone. The program is operated by We The Revolt, Inc., a Florida 501(c)(3), under a memorandum of understanding with the Florida Department of Juvenile Justice, Circuit 11 Probation and Community Intervention (Miami-Dade), that began on 1 June 2026 for a five-year term. Programming in the Broward Regional Juvenile Detention Center is not covered by that agreement.

Key findings

1. **Firearm injury is concentrated among young men ages 15 to 24.** In a national study of 338,390 firearm-injury emergency visits from 2018 to 2023, males ages 15 to 24 had the largest monthly counts of any group, a mean of 1,256 visits a month in 2023.[1] From 2018 to 2022, firearms were the leading cause of death for children and adolescents ages 1 to 19 in 25 states, and 94.6 percent of those firearm deaths were among ages 10 to 19.[2]

2. **Florida's juvenile justice population carries heavy adversity and exposure.** Half of 64,329 Florida juvenile offenders reported four or more adverse childhood experiences, against 13 percent of the original adult ACE sample.[3] Exposure to firearm violence approximately doubles the probability that an adolescent commits serious violence over the following two years.[4]

3. **Ages 15 to 25 span a documented maturity gap.** In a sample of 5,227 people in 11 countries, cognitive capacity reached adult levels around age 16, while psychosocial maturity, the capacity for restraint in emotional or risky moments, did not reach adult levels until after 18.[5] Several JCVI tools are built for those moments.

4 **Florida's minimum mandatory terms for firearm offenses are severe, and several legal thresholds fall inside the JCVI age band.** Actual possession of a firearm during a listed felony carries a 10-year minimum mandatory prison term, discharge 20 years, and discharge causing death or great bodily harm 25 years to life.[6] A person who helps, encourages or takes part in an offense with intent can be punished as the person who committed it.[7] A juvenile felony finding bars firearm possession until age 24.[8]

5 **Programming inside juvenile detention has randomized support, at a higher dose than JCVI's.** In the Cook County Juvenile Temporary Detention Center, twice-daily group cognitive behavioral sessions, with related changes to unit routines, reduced readmission by 16 percentage points (21 percent) over 18 months among youth who received the programming, and by about 4 percentage points across all youth assigned to treatment units.[9] A randomized test of a four-day forum program in the same facility found suggestive reductions in violent arrests.[10] Time in custody itself carries risk: juvenile incarceration has been found to lower high school completion and raise adult incarceration.[11] JCVI's work in custody must never lengthen or justify detention.

6 **Therapeutic approaches outperform deterrence and discipline.** Across 548 study samples of juvenile programs, cognitive behavioral programs showed the largest mean reduction in reoffending of any intervention type, 26 percent, and mentoring 21 percent, while discipline-oriented programs were associated with an 8 percent increase.[12] In a matched comparison, credible-messenger group mentoring using a cognitive behavioral curriculum with probation clients ages 16 to 24 was followed by felony reconviction of 1.8 percent against 5.9 percent at 12 months.[13]

7 **The evidence has limits that shape the design.** CrimeSolutions rates cognitive behavioral therapy for youth in residential treatment as ineffective for recidivism at 24 months.[14] Evaluations of street outreach programs are mixed, and the largest randomized trial of a gun violence program for young men found no significant change in its primary measure.[15,16] JCVI therefore pairs skills with a sustained relationship, continues after release, and measures implementation from the first session. Whether continuity changes results is a question JCVI's evaluation is designed to answer.

8 **JCVI is evidence-informed and has not yet been evaluated.** It is built from components with research support. Its own effect is unknown until an independent evaluation is completed. Section 9 sets out the measures and design.

SECTION 1

Introduction

1.1 What JCVI is

JCVI stands for Juvenile Community Violence Intervention. We The Revolt uses the term for an approach to gun violence that reaches young people at their first contact with the deep end of the justice system, rather than after an adult record exists. JCVI: Gun Offenders Program is the curriculum through which that approach reaches the individual young man. It is a course on the Defining Narratives Institute platform, delivered by trained facilitators and mentors, with lessons and written work completed in a group, in person, online, or on a phone.

The program keeps all 23 weeks of the Youth Intervention Program unchanged and in order. Those weeks cover identity, forgiveness, choices, trauma, pride and responsibility, conflict, anger, integrity, coping, substance use, work and money, making things right, education, decision making, authority, mentorship, family and service. JCVI adds eleven lessons and eleven written-work pages in the weeks where gun involvement makes a specific conversation necessary, and a short opening note in week one. A participant in JCVI works through 79 curriculum items over the 23 weeks, against 56 in the core program.

1.2 Purpose of this document

This framework gives a referring officer, a judge, defense counsel, an agency or a funder enough information to decide whether JCVI is an appropriate placement or investment, and to hold the program to what it says it does. It also serves as the reference for facilitators and partner sites, so the program is delivered the same way in every setting.

1.3 Terms used

Youth Intervention Program (YIP)	The 23-week core curriculum of the Defining Narratives Institute, offered to referred young people ages 10 to 24. JCVI, which contains it, accepts referrals to age 25.
JCVI lesson	One of the eleven gun-specific lessons added to the core program, each followed by its own written work.
Toolkit	The seven named skills and plans introduced across the JCVI lessons (Section 5).
Credible messenger	An adult with lived experience similar to the participant's, often including justice involvement or past gun involvement, who mentors or mediates.
Facilitator	The trained staff member or screened volunteer who leads a session and reads a participant's written work.
Referral	The request, made by a probation officer, court or partner organization, that places a young person in the program. JCVI is available by referral only.

SECTION 2

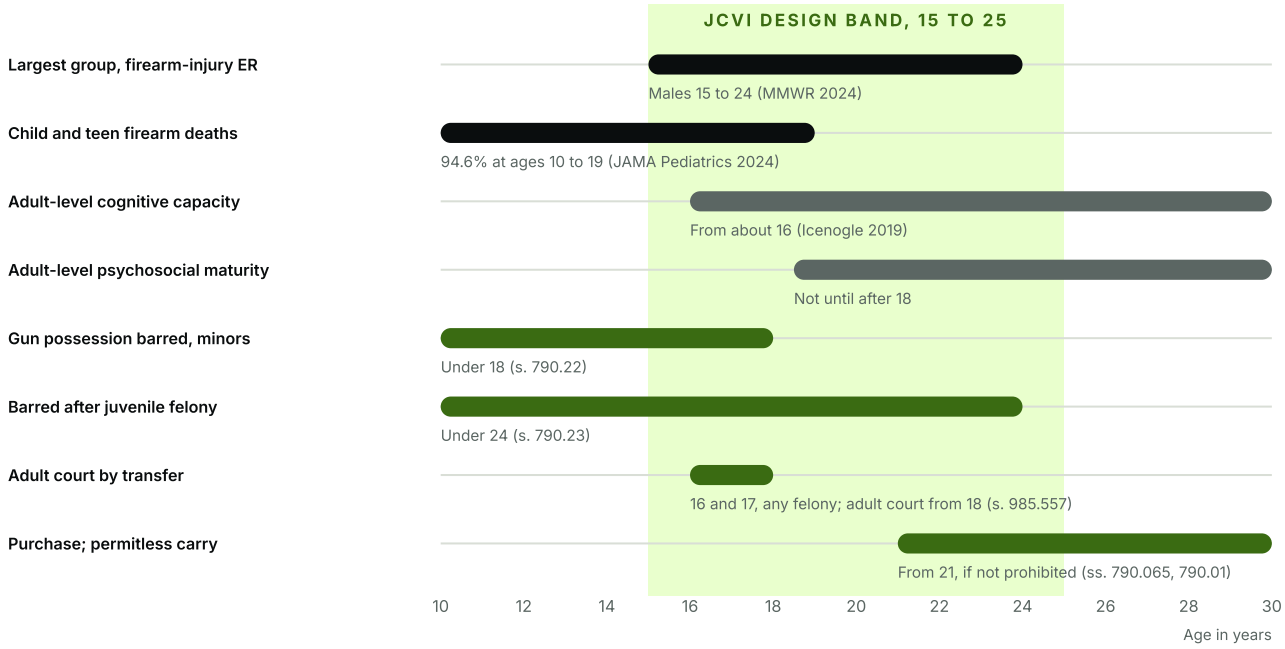
The population

2.1 Age and concentration

JCVI is written for young men ages 15 to 25. The age band follows the data on who is shot and who shoots. A Centers for Disease Control and Prevention analysis of 338,390 emergency department visits for firearm injuries between January 2018 and December 2023 found that males ages 15 to 24 had the largest monthly counts of any group, a mean of 1,256 visits a month in 2023, 7.3 percent above 2019.[1] The same report notes that the United States records about 50,000 firearm deaths a year and about twice as many nonfatal firearm injuries as deaths. Most people who are shot survive, many with lasting injury, and the curriculum treats survival and disability as part of the cost of a gun.

For younger people the pattern is starker. Across 2018 to 2022, firearms were the leading cause of death for children and adolescents ages 1 to 19 in 25 states and among the top two causes in 42 states. Of those firearm deaths, 85.6 percent were among boys and 94.6 percent among ages 10 to 19.[2]

Figure 1. The JCVI age band against research findings and legal thresholds



Sources: Holland et al. (2024); Weigend Vargas et al. (2024); Icenogle et al. (2019); Fla. Stat. ss. 790.01, 790.065, 790.22, 790.23 and 985.557. Ranges are drawn at the ages each source or statute names.

2.2 Adversity, exposure and the maturity gap

Florida's own juvenile justice data show that half of 64,329 youth who passed through the system and turned 18 between 2007 and 2012 reported four or more adverse childhood experiences, compared with 13 percent of the adults in the original ACE study, and only 2.8 percent reported none, compared with 36 percent.[3] In that original study, four or more categories of adversity were associated with a four- to twelve-fold increase in risk for alcoholism, drug abuse, depression and suicide attempt.[17] Family violence, parental separation and the incarceration of a household member were the most common experiences among the Florida youth.

Exposure to gun violence predicts later gun violence. Using longitudinal data on Chicago adolescents, Bingenheimer, Brennan and Earls found that exposure to firearm violence approximately doubled the probability that an adolescent would perpetrate serious violence over the following two years.[4] The curriculum addresses exposure directly in weeks 4 and 10, including what being shot at does to sleep, attention and fear afterward.

The age band also reflects developmental science. Icenogle and colleagues found that cognitive capacity reaches adult levels around age 16, while psychosocial maturity, meaning restraint in emotional, exciting or risky situations, does not reach adult levels until after 18.[5] A 17-year-old in an argument can reason as well as an adult and still be far less able to stop himself. The Slow-Down and the Gun Thoughts are built for that moment.

2.3 The detention admission as an intervention point

For a young person under 18 arrested on a gun charge in Florida, the juvenile detention center is often the first setting where a program can reach him. We The Revolt is inside the Miami-Dade and Broward Regional Juvenile Detention Centers weekly, and JCVI starts there for participants under 18. The research gives qualified support for using that time.

In the Cook County Juvenile Temporary Detention Center, the largest juvenile detention center in the United States, residential units were randomly assigned either to continue as usual or to add twice-daily group cognitive behavioral sessions in place of television time, together with a token economy and higher staff education requirements. Among 2,693 male admissions followed for at least 18 months, receipt of the programming reduced readmission by 16 percentage points, or 21 percent. Because ten units rather than individuals were randomized, the effect across all youth assigned to treatment units was smaller, about 4 percentage points.[9] JCVI's weekly sessions in custody are a much lower dose than that intervention. A later cluster-randomized study in the same facility tested a four-day program of forums, run by a Project Safe Neighborhoods task force and facilitated by a Chicago police officer, and found reductions of 43 percent in violent arrests and about 20 percent in new detention spells in its second year; the authors describe these estimates as suggestive because they are imprecise.[10]

Time in custody carries its own risks. Using the random assignment of cases to judges in a large urban county, Aizer and Doyle found that juvenile incarceration produced large decreases in high school completion and large increases in adult incarceration, including for violent crimes.[11] That finding argues for short stays and for release at the earliest lawful point. JCVI's role in custody is to use time a young

person is already held, never to justify holding him longer. Hospital-based violence intervention programs make a related argument about the hospital bedside, where a young person recovering from a violent injury is at high risk of retaliation and also unusually open to help.[18] Their national standards place a safety plan and retaliation prevention at the center of that first contact.[19] JCVI applies the same reasoning to the detention admission.

2.4 Eligibility and referral

- **Age.** 15 to 25.
- **Basis.** A pending or adjudicated gun charge, or identification by the referrer as at risk of gun violence. The referral form asks for the program, never the charge.
- **Referral sources.** For participants under 18, juvenile probation and the courts. For participants 18 and over, adult probation, pretrial services, the courts and partner organizations.
- **Participants.** The curriculum is written for young men. A young woman referred on a gun charge is placed in the core program or in JCVI by agreement with the referrer and family.
- **Placement separation.** Co-defendants, people subject to a no-contact order with each other, and members of groups in active conflict are not placed in the same session (Section 8.7).
- **Clinical need.** A young man in acute psychiatric crisis or needing substance use treatment is referred to a licensed provider first. JCVI does not replace clinical care.

SECTION 3

The legal stakes in Florida

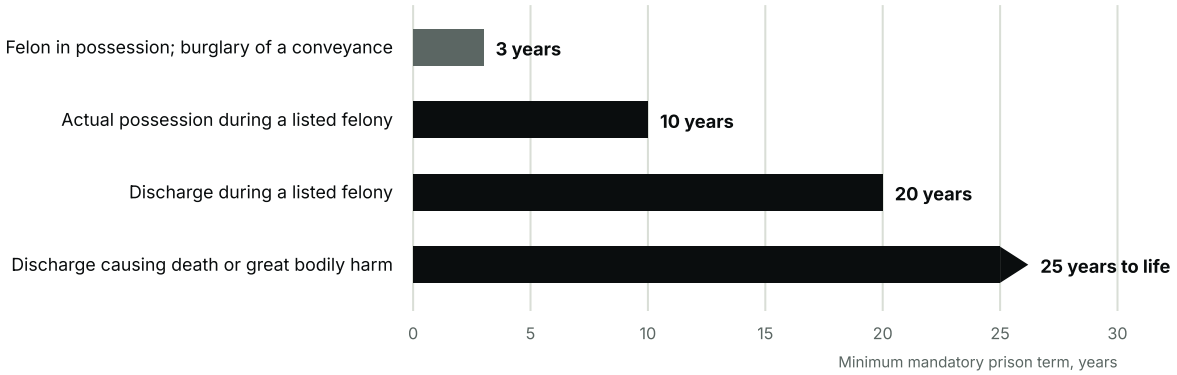
Florida's firearm laws make the consequences of a single decision severe for this age group, and several rules change at 18, 21 and 24, inside the JCVI age band. Many participants hold mistaken beliefs about these rules, particularly since the 2023 change to concealed carry and the 2025 appellate decision on open carry. The curriculum teaches the rules accurately and in plain language, and pairs every legal statement with the same instruction: laws change and every case is different, so the person to ask about a specific case is the participant's own lawyer. The program does not give legal advice.

Table 1. Florida law taught in the curriculum

LAW	RULE, IN THE TERMS THE CURRICULUM USES	LESSON
s. 775.087 Minimum mandatory terms ("10-20-Life")	For listed felonies, including robbery, burglary, carjacking, home-invasion robbery, aggravated battery, kidnapping, murder and attempts, actual possession of a firearm carries a 10-year minimum mandatory prison term, discharge 20 years, and discharge causing death or great bodily harm 25 years to life. The court cannot go below the minimum.[6]	Weeks 1, 3, 4, 7, 10, 18
s. 777.011 Principals	A person who aids, abets, counsels, hires or otherwise procures an offense can be charged and punished as the person who committed it, whether or not he was present.[7] Presence at the scene alone is not enough; the person must intend the crime and do or say something to help or encourage it.[20]	Weeks 3, 6, 14, 18
ss. 985.557, 985.556, 985.56 Adult court for those under 18	The state attorney may file in adult court against a 16- or 17-year-old for any felony, and against a 14- or 15-year-old for listed serious offenses, including carrying or using a firearm during a felony. The mandatory direct-file provision of earlier law was removed in 2019.[21] Waiver hearings, including mandatory waiver for some repeat offenses, and grand jury indictment for offenses punishable by death or life imprisonment remain.[22] At 18, a young person is charged in adult court.	Weeks 1, 3, 4, 7, 10, 18
s. 790.22 Minors and firearms	A person under 18 generally may not possess a firearm, with narrow exceptions such as supervised hunting. A second offense is a felony. An adult who knowingly allows a minor to possess a firearm unlawfully commits a felony.[23]	Weeks 1, 3, 7, 10, 17, 18, 23
s. 790.23 Felons and delinquents	A person convicted of a felony may not possess a firearm or ammunition, and neither may a person under 24 who was found to have committed a delinquent act that would be a felony if committed by an adult. The offense is a second-degree felony.[8]	Weeks 1, 3, 7, 10, 17, 18
s. 790.01 Concealed carry without a license	Since 2023, a person may carry a concealed firearm without a license only if he meets the licensing criteria, which include being 21 or older and not being prohibited from possessing a firearm. Anyone else commits a felony by carrying concealed.[24]	Weeks 1, 7, 10, 18

LAW	RULE, IN THE TERMS THE CURRICULUM USES	LESSON
s. 790.053 Open carry	In September 2025, Florida's First District Court of Appeal held the ban on open carry unconstitutional, reasoning from the rights of law-abiding adult citizens, and the Attorney General has said the ban will not be enforced against them. How the decision applies to people ages 18 to 20 is unsettled. It does not change who is prohibited from possessing a firearm.[25]	Weeks 1, 7, 10, 18
s. 790.065(13) Purchase under 21	A person younger than 21 may not purchase a firearm.[26]	Weeks 1, 18

Figure 2. Florida minimum mandatory prison terms for firearm possession and use



Source: Fla. Stat. s. 775.087(2)(a) (2026). Terms apply to listed felonies and attempts. Higher floors apply to certain semiautomatic firearms with large-capacity magazines and to machine guns. Minimum mandatory terms run consecutively to other felony sentences.

Two features of these rules carry particular weight for JCVI's population. Under the principal statute, a young man who drives, holds something for someone, or encourages a plan in a group chat can be charged as if he committed the offense, even though presence alone is not enough; week 3 is built around that line. The possession bar in s. 790.23 means that a juvenile felony finding at 16 still prohibits possession at 23, which many young adults do not know and which the changes to concealed and open carry have made more confusing.

SECTION 4

Program design

4.1 Structure

JCVI runs for 23 weeks. Every week contains the core program's lessons and written work for that theme. In eleven weeks, a JCVI lesson and its written work follow the core material and build on it without repeating it. Each gun-specific lesson sits where the core theme has prepared the ground: the lesson on retaliation follows the core lesson on conflict resolution; the lesson on the seconds before an irreversible act follows anger management; the lesson on fear follows coping and stress; the lesson on the legal record follows interacting with authority.

Figure 3. The 23 weeks, with the JCVI lessons



Week 1 Who You Are Without It
Week 3 Riding Along
Week 4 What a Bullet Does
Week 6 How a Beef Starts and How It Ends
Week 7 The Ten Seconds Before
Week 10 Carrying Because You Are Scared
Week 14 The People on the Other Side
Week 17 What You Post
Week 18 A Gun Case on Your Record
Week 19 Credible Messengers
Week 23 Interrupting It

Shaded weeks contain a JCVI lesson and written work in addition to the core program. Week 1 also opens with a short JCVI note, Before You Start.

4.2 The eleven JCVI lessons

Table 2. The eleven JCVI lessons

WEEK	CORE THEME	JCVI LESSON	FOCUS
1	Identity and Purpose	**Who You Are Without It**	The gun as armor and identity; what carrying communicates to rivals, family, younger children, courts and the young man himself; values as the test for any decision.
3	Choices and Peer Pressure	**Riding Along**	The group decision nobody made; principal liability and its limits; leaving the car, the plan and the group chat.
4	Trauma and Violence Awareness	**What a Bullet Does**	The full cost of a shooting for the person shot, both families and the neighborhood, including disability; normal reactions after being shot at; the retaliation check.

WEEK	CORE THEME	JCVI LESSON	FOCUS
6	Conflict Resolution	**How a Beef Starts and How It Ends**	Retaliation as a loop with no agreed end; who benefits from the code; exits that preserve standing; third-party mediation.
7	Anger Management	**The Ten Seconds Before**	Fast and slow thinking; the five thinking traps that precede gun use; a repeatable interruption.
10	Habits, Coping and Stress	**Carrying Because You Are Scared**	Fear presented as toughness; hypervigilance; what safety requires; the first draft of a personal safety plan.
14	Making It Right	**The People on the Other Side**	Victims as people; what repair can and cannot be. While a case is open, any apology goes only through the participant's lawyer.
17	Decision Making and Emotional Awareness	**What You Post**	Posts, videos and lyrics as evidence and as provocation; the second audience; a 24-hour rule.
18	Interacting With Authority	**A Gun Case on Your Record**	Adult court, minimum mandatory terms and possession bars, and their effect on school, housing, work and family; questions to bring to a lawyer; the Life Map.
19	Mentorship and Peer Accountability	**Credible Messengers**	What makes an older man worth listening to; choosing one; becoming one.
23	Your Testimony and What Comes Next	**Interrupting It**	Safe ways to interrupt the next shooting; the finished Safety Plan and Life Map; commitments read aloud at a closing circle.

4.3 Lesson architecture

Every JCVI lesson follows the structure of the core curriculum so that a facilitator can deliver it in the same session format. A lesson opens with a question from the participant's own life and a one-line check-in. It then presents a key concept, a teaching point of four to six numbered points, a realistic scenario with characters mostly between 17 and 23, journal questions and an activity, and a Spiritual Takeaway built on a specific passage of Scripture, which ends with one concrete action to complete before the next session. JCVI lessons run to about 2,100 to 2,300 words.

Each written-work page contains eight questions: written reflection, multiple choice with one clearly best answer, two optional Scripture questions, and two private questions that are answered in the participant's head and never written or collected. Prompts ask what a participant thinks, feels and plans, and work through the scenario characters when they ask about events. They never ask him to write about his own case or about conduct that could be charged. Section 8.2 sets out who can see written work and the limits of its confidentiality.

4.4 Content standards

- **Register.** Written directly to a young man ages 15 to 25, in plain language, about life as it is lived in the neighborhoods these participants come from. Scenarios include adult realities such as a child of his own, a job at risk, an adult record or turning 18 during a case. No profanity, slurs, glamorization or shaming. Lessons that assume a case also address the young man who is awaiting trial, maintains his innocence, or has no charge.
- **No weapon detail.** No firearm makes, calibers, or instructions on handling, obtaining, modifying or concealing a weapon appear anywhere. An automated test suite checks every page.
- **Verified law and Scripture.** Legal statements are limited to the rules in Table 1 and always paired with the instruction to consult counsel. Scripture references are checked against the text.
- **Safety.** Lessons never direct contact with a victim or a victim's family, never suggest physical intervention where weapons are present, and point a young man in danger to his facilitator and to 911. Where hopelessness or suicide arises, the 988 Suicide and Crisis Lifeline is named.
- **Educational, not clinical.** The curriculum applies cognitive behavioral principles in an educational format. It is not therapy and is not delivered as a trademarked clinical model. Participants who need clinical care are referred to a licensed provider.

4.5 Dosage, staffing and theory of change

Each in-person and facility setting offers one facilitated group session a week. Online, JCVI participants attend the JCVI cohort for an hour every other Friday. Participants also complete lessons and written work on their own between sessions. Groups use rolling entry: a new participant joins the group at the week it is on and completes the weeks he missed on his own, without restarting. Sessions are led by trained We The Revolt staff and screened volunteers, supported by mentors. Every facilitator is trained in the curriculum, the toolkit and the safety-disclosure protocol (Appendix C) before leading a session. A volunteer facilitator who reads a disclosure passes it to trained staff at once and does not act on it; only staff respond. Group size, session length outside the online cohort and facilitator training hours will be published with the first implementation report. The program is non-clinical and has no clinical supervision; clinical needs are referred out.

Table 3. Logic model

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONGER-TERM OUTCOMES
Curriculum of 79 items; trained facilitators and screened mentors; access to detention centers; referral partnerships; the platform for records, consent and reporting.	Weekly sessions in custody and the community; self-paced lessons; the online cohort; toolkit practice; mentor contact; workforce development by partners on site.	Sessions attended; weeks completed; Safety Plans and Life Maps finished; documented hours; referrer updates.	Use of the Slow-Down and check-in; earlier disclosure of retaliation risk; accurate knowledge of firearm law; a named messenger; goals in school and work.	Fewer new arrests, firearm charges and detention readmissions; less firearm injury; school enrollment and employment.

SECTION 5

The JCVI toolkit

The core curriculum teaches how decisions are made. JCVI adds seven named tools that a young man can use under pressure, each adapted from established cognitive behavioral or community violence intervention practice. Each tool is introduced in one lesson and practiced in later lessons and written work. The research on cognitive behavioral programs finds that the quality of implementation matters more than the brand of curriculum, so the toolkit is built for repeated practice rather than a single presentation.[27]

Table 4. The JCVI toolkit

TOOL	WHAT THE PARTICIPANT DOES	PRACTICE IT ADAPTS
1. Name It, Number It	Names the feeling beneath the surface (fear, embarrassment, disrespect, exhaustion) and rates it from 1 to 10. Above 7, he makes no decisions. Every JCVI lesson opens with it.	Labeling emotions and rating their intensity, a skill in cognitive behavioral programs for young men.[28]
2. Gun Thoughts	Recognizes five thinking traps that precede gun use: "It's about me," "I know what he's thinking," "Him or me," "He's going to move first," and "If I let it go, I'm nothing." Tests any such thought: is it true, is it useful, what would a camera see.	Identifying automatic thoughts and hostile attributions, as in the programs evaluated by Heller et al.[9]
3. The Slow-Down	A ten-second interruption: stop, breathe out longer than in, run the camera test, call one name.	Slowing automatic responses so deliberate judgment can engage, the mechanism Heller et al. identify.[9]
4. The Two Questions	Asks privately: "Is anybody looking for me? Am I looking for anybody?" If either answer is yes, he tells his facilitator, and trained staff follow the protocol in Appendix C.	Retaliation assessment in hospital-based violence intervention.[19]
5. The Safety Plan	Writes, in general terms, the people he can call at any hour, the kinds of places he is safe, the times he avoids, what he does when a conflict heats up, and what he does if he is ever hurt. He identifies privately an adult who will make sure he is never around a gun. Begun in week 10, finished in week 23.	Post-injury safety planning in hospital-based programs.[19]
6. The Life Map	Sets one goal, one step this month and one person who will check on it in each of six areas: faith, family, school, work, health and peace. Begun in week 18, finished in week 23.	Individualized life plans in community violence fellowships.[29]
7. The Messenger and the Circle	Chooses a credible messenger in week 19 for support. In week 23 reads his commitments aloud before the people who matter to him at a closing circle.	Credible-messenger mentoring and elder circles.[13,29]

Because detention stays are short, facilitators in custody open with an entry sequence drawn from these tools, the check-in, the Two Questions, the Slow-Down and a short Safety Plan, before the weekly sequence begins (Section 7.3).

Figure 4. Where each toolkit element is introduced and practiced



Filled marks show the lesson where a tool is introduced; open marks show other JCVI lessons and written work that use it by name. Compiled from the curriculum files.

SECTION 6

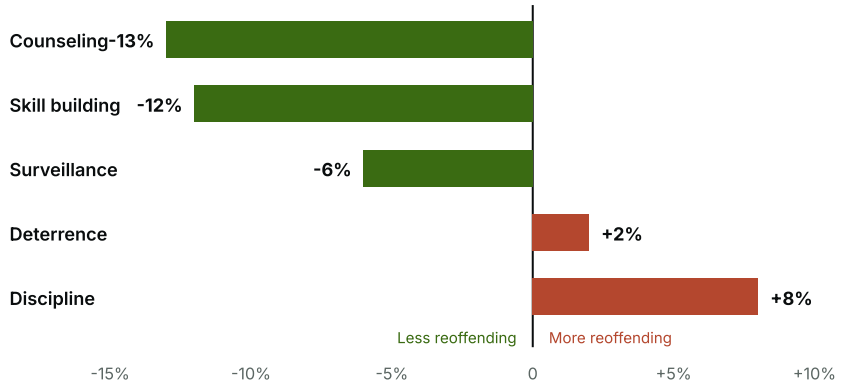
Evidence base

JCVI was designed from the research on what reduces violence among young people, read with attention to what did not work as well as what did. This section summarizes that research by component. Effects are reported as each source states them, including whether they describe participants who received a program or everyone offered it.

6.1 Cognitive behavioral principles

Lipsey's meta-analysis of 548 study samples of juvenile justice programs found that three factors predicted effectiveness: a therapeutic philosophy, a focus on high-risk youth, and quality of implementation. Against a 50 percent baseline reoffending rate, programs built on counseling and skill building reduced reoffending by 13 and 12 percent and surveillance by about 6 percent, while deterrence programs had virtually no effect and discipline programs increased reoffending by 8 percent. Among specific intervention types, cognitive behavioral programs showed the largest mean effect, a 26 percent reduction.[12] A Campbell Collaboration review found that the effect of cognitive behavioral programs for offenders depends most on careful implementation by well-trained providers, with no significant difference among brand-name curricula.[27,30]

Figure 5. Change in reoffending by intervention philosophy, juvenile programs



Source: Lipsey (2009), Victims & Offenders 4(2). Percent change against a 50 percent control-group reoffending rate, covariate-adjusted. Within the therapeutic philosophies, cognitive behavioral programs showed a 26 percent reduction, group counseling 22 percent and mentoring 21 percent.

The most directly relevant randomized evidence comes from Chicago. Heller and colleagues tested Becoming a Man, a school-based group program built on cognitive behavioral principles, in two randomized trials, and a related program in the Cook County detention center in a third. Among participating students, violent-crime arrests fell 45 to 50 percent during the program period. In the detention center, readmission among youth who received programming fell 21 percent over 18 months.[9]

The authors attribute the effects to helping young people slow down and judge whether an automatic response fits the situation. Across all students offered the first program, arrests fell 12 percent and violent-crime arrests 20 percent by program end, and the arrest reduction had disappeared a year later.[31] As the program grew citywide, later estimates could no longer rule out zero effect.[32]

Cognitive behavioral programming may last longer when followed by a material opportunity. In Liberia, Blattman, Jamison and Sheridan randomized 999 high-risk men, generally ages 18 to 35, to eight weeks of group cognitive behavioral therapy, a cash grant, both, or neither. Therapy or cash alone reduced self-reported crime and violence at first, but the effects faded; therapy followed by cash produced reductions that lasted at least a year. Arrests did not fall significantly.[33] The study concerns adults in a very different setting, and it is cited here only for the pairing of skills with opportunity, which JCVI pursues through workforce partners and the Life Map.

The federal evidence base also contains a negative finding for the setting where JCVI begins. CrimeSolutions rates cognitive behavioral therapy for antisocial behavior among youth in residential treatment as ineffective for recidivism at 24 months, based on a meta-analysis of six studies.[14] An analysis of juvenile-focused cognitive behavioral programs on the same registry rated six effective, thirteen promising, one with no effects and four with insufficient evidence, out of twenty-four.[34] The Cook County detention result above shows that programming in custody can work. JCVI adds continuity after release and a sustained relationship; whether those additions improve on in-facility programming alone is a question for its evaluation.

6.2 Mentoring and credible messengers

Mentoring has a modest but consistent effect on youth outcomes. A meta-analysis of 73 evaluations found an average effect of g = .21, with larger effects where mentors played an advocacy role and where their backgrounds fit the program's goals.[35] A review of 46 rigorous studies of mentoring for youth at risk found positive effects on delinquency and aggression, larger when mentoring emphasized advocacy and emotional support.[36]

Two evaluations sit closest to JCVI's design. Arches, a New York City program in which credible messengers lead group mentoring for probation clients ages 16 to 24 using a journaling curriculum built on cognitive behavioral principles, was associated with felony reconviction of 1.8 percent against 5.9 percent for a matched comparison group at 12 months, and 6.2 against 14.3 percent at 24 months.[13] Choose to Change, a Chicago program for teenagers ages 13 to 18 that pairs six months of intensive advocate mentoring with trauma-informed group sessions, was associated in a randomized study with a 23 percent lower probability of a violent-crime arrest at 24 months, with the reduction in any arrest persisting up to four years; 62 percent of those offered the program took it up. The summary read does not state whether the 23 percent describes the effect of the offer or of participation, and the working paper is not yet peer reviewed.[37] OJJDP's 2024 evidence review describes credible-messenger mentoring as showing meaningful potential, with the evidence still developing.[38]

6.3 Community violence intervention

Street-based community violence intervention contributes the credible-messenger model, mediation, individualized life plans and attention to retaliation. Its evaluation record is uneven. A synthetic-control evaluation of the Peacemaker Fellowship in Richmond, California, estimated 55 percent fewer firearm deaths and hospital visits and 43 percent fewer firearm crimes a year after the program began, alongside small increases in nonfirearm violence.[39] A review of Cure Violence evaluations concluded that the evidence was mixed at best.[15] READI Chicago, which offered 18 months of subsidized work with cognitive behavioral programming to 2,456 men at very high risk, found no statistically significant change in its primary index of serious violence; a 65 percent reduction in shooting and homicide arrests was not significant after adjustment for multiple outcomes, while effects among men referred by outreach workers were large and significant.[16] A pay-for-success test of Roca's model for young men ages 17 to 24 in Massachusetts was inconclusive, in part because only 38 percent of those offered the program enrolled.[40]

JCVI's content is therapeutic and non-coercive, although participation may be ordered by a court or a condition of supervision. Because of that, take-up results from voluntary programs such as READI and Roca do not transfer directly. JCVI is also distinct from focused deterrence strategies, which pair law enforcement warnings with services and are rated promising.[41]

6.4 Peer intervention at a moment of crisis

Hospital-based violence intervention programs engage young people at the bedside after a violent injury. In Oakland, violently injured youth ages 12 to 20 who received a peer-based intervention had substantially lower odds of arrest over six months than matched controls (odds ratio 0.26), with no difference in reinjury.[42] The national standards for these programs place a safety plan and the prevention of retaliation in the first contact, and stress that long-term healing happens after discharge.[19] JCVI's Two Questions and Safety Plan adapt those practices for detention and for the weeks after release.

6.5 Faith integration

JCVI, like the core program, is openly Christ-centered, and every lesson closes with a Spiritual Takeaway. The research on faith and crime is extensive but largely correlational.[43] The strongest controlled evidence comes from the InnerChange Freedom Initiative in Minnesota, where participation in a faith-based prison program that continued mentoring into the community was associated with 26 percent lower rearrest, 35 percent lower reconviction and 40 percent lower new-offense reincarceration than matched releases.[44] That was an adult program evaluated with a matched rather than randomized design, and voluntary participation raises the possibility of selection. The Defining Narratives Institute publishes a fuller account of this research and its limits.[45] Section 8.3 describes how faith content is governed.

6.6 Digital conduct

Week 17 treats social media as a legal and safety issue. Nielson and Dennis identified about 500 cases in a decade in which prosecutors used rap lyrics as evidence.[46] In one set of gang indictments of 198 teenagers and young adults, nearly half the evidence related to social media activity, including appearing in photographs used to support conspiracy charges.[47] Posts also provoke retaliation. The curriculum's 24-hour rule applies the Slow-Down to posting.

Table 5. Summary of evidence by program component

COMPONENT	KEY STUDY	DESIGN	FINDING AS REPORTED	STRENGTH
Programming in detention	Heller et al. 2017 (Cook County)	Randomized by unit; 10 units	Readmission 21 percent lower over 18 months for youth who received twice-daily programming; about 4 points across all assigned	Moderate
Programming in detention	Davis, Meares and Arnesen 2025	Cluster randomized	Violent arrests 43 percent lower, new detention spells about 20 percent lower; imprecise	Suggestive
Cognitive behavioral principles	Lipsey 2009	Meta-analysis, 548 samples	Cognitive behavioral programs 26 percent reduction; discipline 8 percent increase	Strong
Skills plus opportunity	Blattman et al. 2017	Randomized; adults, Liberia	Therapy followed by cash produced lasting reductions in self-reported crime; arrests not reduced	Moderate
Credible-messenger mentoring	Lynch et al. 2018 (Arches)	Matched comparison	Felony reconviction 1.8 vs 5.9 percent at 12 months; 6.2 vs 14.3 percent at 24	Moderate
Mentoring with group skills	Abdul-Razzak et al. 2025 (Choose to Change)	Randomized; working paper	Violent-crime arrest probability 23 percent lower at 24 months; ages 13 to 18	Moderate
Life plans and elders	Matthay et al. 2019 (Richmond)	Synthetic control	Firearm deaths and hospital visits 55 percent lower; nonfirearm violence slightly higher	Moderate
Peer intervention at injury	Becker et al. 2004	Matched case-control	Lower odds of arrest at six months (OR 0.26); no difference in reinjury	Moderate
Faith with re-entry mentoring	Duwe and King 2013	Matched comparison; adults	Rearrest 26 percent, reconviction 35 percent lower	Moderate
Street outreach	Butts et al. 2015; Bhatt et al. 2024	Review; randomized	Mixed at best; READI primary outcome not significant	Mixed
Cognitive behavioral therapy in residential settings	CrimeSolutions practice rating	Meta-analysis, 6 studies	Rated ineffective for recidivism at 24 months	Caution

Strength reflects design and precision as described by each source. Strong: a large meta-analysis with significant effects. Moderate: a randomized study with limits on scale, precision, population or peer review, or a well-matched quasi-experimental design. Suggestive, Mixed or Caution: effects that are imprecise, inconsistent or null.

SECTION 7

Delivery and continuity

7.1 Settings

- **Inside the facility.** Weekly sessions in the Miami-Dade and Broward Regional Juvenile Detention Centers, for participants under 18.
- **In person.** The weekly program in Miami, where partner organizations provide workforce development on site.
- **Live online cohort.** The JCVI cohort, on Zoom, every other Friday, 3 to 4 p.m. Eastern, for actively referred JCVI participants ages 15 to 25. Participants in the core program attend a separate cohort on Wednesdays and Fridays. Participants must join within a five-minute grace window and keep the camera on; a background blur is permitted and recording by participants is prohibited. Under the current rule, a join after the grace window is recorded as an absence, with the minutes late kept on the record (Recommendation 6). The Zoom link is sent only to young people who book a session.
- **Self-paced.** Lessons and written work on any phone, for participants between sessions or outside Miami.

Figure 6. The JCVI pathway from referral to completion



A participant's progress, hours and completed weeks are kept on one record across every setting.

7.2 Referral and enrollment

JCVI is available by referral only, at no cost to the family or the referring agency. The referral form offers a choice of program, the Youth Intervention Program or JCVI, and asks for the program rather than the charge. Selecting JCVI enrolls the young person in JCVI alone. For participants under 18, a parent or guardian receives the consent forms when the referral is submitted; participants 18 and over sign for themselves. Staff contact the family within two business days. Before enrollment, every referrer, family and adult participant is told in writing that the program is faith-based (Section 8.3).

7.3 Custody, release and continuity

Secure detention before adjudication in Florida is generally limited to 21 days, with extensions of up to 21 days at a time for serious and firearm offenses.[48] At one session a week, a young man may attend only a few sessions in custody; the number actually received will be reported, by length of stay, in the first implementation report. Facilitators in detention therefore open with an entry sequence that stands on its own: the check-in, the Two Questions, the Slow-Down and a short Safety Plan. The weekly sequence then continues in custody for as long as he is held.

Release is treated as part of the intervention. When a young man leaves detention, his record, completed weeks and documented hours move with him to the in-person program, the online cohort or the self-paced track. Facilitators flag disengagement at 7 days, and referrers are notified after 14 days without activity.

7.4 Reporting to referrers and courts

Every referrer receives written confirmation of placement and a weekly Monday update. Without consent to share progress, a referrer sees the referral's stage and the number of forms signed. With consent from the parent or adult participant, the referrer also sees attendance, progress and hours. Program hours are documented session by session in a ledger to which rows can only be added: an error is corrected by a reversing entry that records the reason, so the history of the correction remains visible. Whether program hours satisfy a court-ordered condition is for the court to decide. When an hours requirement is met, a court packet is generated with the hours ledger. No written work, and nothing a participant says in a session, is included in any report.

SECTION 8

Safeguards and governance

8.1 Consent

Participation requires signed consent: from a parent or guardian for a participant under 18, and from the participant himself at 18 and over. Consent to share progress with a referrer is separate from consent to participate, and can be withheld without affecting participation.

8.2 Written work: who sees it, and its limits

A young man will not write honestly about fear or conflict if he believes an officer will read it. Written work is therefore read by his facilitator, and the program does not send it to referrers, schools or families or include it in any report. Two questions on every page are never written down. The program does not describe written work as legally privileged, because it is not, and every page states its limits plainly:

- if what he writes says someone is about to be hurt, or that a child is being abused, a member of the team must act, including any report the law requires;[49]
- like any record, written work can be reached by a court order;
- he should therefore never write about his own case or anything that could be charged, and the prompts are built so he does not need to.

Access to written work on the platform is limited to the facilitator and authorized staff. If the program receives a subpoena or court order for a participant's written work, it notifies the participant and, where known, his counsel, seeks to limit the request, and produces only what is ordered. In a detention facility, facility rules on incident reporting also apply.

8.3 Faith content

The program is Christ-centered, and every referrer, family and adult participant is told so in writing before enrollment. Belief is never required, assessed or reported. Scripture questions in the written work are marked optional, a week is marked complete on attendance and participation rather than on any answer, and no referrer receives any information about a participant's religious participation. The program does not yet offer a secular version of the curriculum. Until it does, a court or agency that orders participation should know that JCVI is faith-based and should make a non-faith-based alternative available to any family or participant who does not want it (Recommendation 8). Federal rules require that explicitly religious activities be offered separately in time or location from activities funded by the Department of Justice, with voluntary participation.[50] Because every lesson closes with a Spiritual Takeaway, any federally funded delivery of JCVI would require an edition in which the Spiritual Takeaways and Scripture questions are delivered separately and voluntarily.

8.4 Custody

JCVI is never a reason to hold a young person in custody or to extend a stay. The program supports release at the earliest lawful point and continues with the participant after release.

8.5 A neutral certificate

A young man will show his certificate of completion to schools and employers for years. The JCVI certificate therefore names the Youth Intervention Program and does not announce a gun charge. The court packet names JCVI.

8.6 Mentor screening

Mentors, including credible messengers, are screened through the juvenile justice agency's own volunteer process in their jurisdiction, the Florida Department of Juvenile Justice in Florida, before they work with young people. A messenger whose record would disqualify him may serve only after receiving an exemption through that process. Volunteers do not receive safety disclosures; those go to trained staff (Appendix C). No participant is promised a specific mentor before one has been screened and matched.

8.7 Group composition

At intake, staff check for co-defendants, no-contact orders and known conflicts, and do not place those participants in the same session. Sessions that include both participants under 18 and adults, including the JCVI online cohort, are led by screened staff, and volunteers have no one-to-one contact with a minor outside program sessions. Written Safety Plans record general information; specific addresses and routes are not written on the platform.

8.8 Legal content and data

The statutes and decisions in Table 1 change. The legal content is reviewed each year against current Florida law, and it must be rewritten for another state's law before delivery there. Participant records are retained under a written schedule and deleted when it expires (Recommendation 4).

SECTION 9

Measurement and evaluation

9.1 Implementation data collected today

The platform already records, for every participant: referral date and time to first contact, attendance by session and setting, weeks completed, documented hours on the ledger, disengagement at 7 and 14 days, and completion. These are the dosage and fidelity data an evaluator requests first. Capacity and cost per participant will be reported with the first implementation report.

9.2 Outcomes to be measured

Table 6. Outcome and implementation measures

DOMAIN	MEASURE	SOURCE	STATUS
Dosage and fidelity	Sessions attended; weeks completed; Safety Plans and Life Maps finished; facilitator observations	Platform records	Collected in part
Engagement	Time from referral to contact; 7- and 14-day disengagement; online cohort on-time rate	Platform records	Collected
Skills and attitudes	Pre and post measures of emotion regulation, problem solving and attitudes toward violence, using public-domain instruments at week 1 and week 23	Participant survey	In development
Juvenile system contact	New referrals, detention readmission and adjudications at 6, 12 and 24 months	Florida DJJ data under the Circuit 11 memorandum (Miami-Dade)	Definition being agreed
Adult system contact	New arrests, violent-crime arrests and firearm charges after age 18	State criminal history and clerk records under a data-use agreement	To be sought
Victimization	Firearm injury and violent victimization	Linked records where lawful	Planned
School and work	Enrollment, credential completion, employment	Participant report; partner records	Planned

Broward participants are not covered by the Circuit 11 data agreement; their outcome data require a separate agreement.

9.3 Evaluation design

The evaluation will proceed in stages. The first is fidelity: publishing completion and attendance data and confirming that the curriculum is delivered as written. The second is pre and post measurement of the skills the toolkit targets. The third compares system outcomes for JCVI participants with those of similar young people, with the recidivism definition and start date fixed before results are seen. If referral volume allows, a randomized or waitlist design with an independent academic partner is the goal. As an illustration of the scale required, detecting a reduction in 12-month rearrest from 20 to 15 percent with conventional power (80 percent, two-sided alpha of .05) requires roughly 900 participants in each group. Results will be reported for every young man who starts JCVI, not only for those who finish, and published whether or not they are favorable.

SECTION 10

Limitations

1. **No outcome evaluation yet.** JCVI is evidence-informed. No study has measured its effect, and none of the research in Section 6 evaluates it.
2. **Transfer from other settings.** Most of the cited research comes from other cities, countries and programs, including Chicago, New York, Richmond and Monrovia, and from populations that differ from Miami-Dade and Broward. Effects may not transfer.
3. **Limits of the cited evidence.** Several cited effects describe participants who received a program rather than everyone offered it, come from quasi-experimental designs, or were not statistically significant after adjustment. Effects documented in early trials have shrunk at scale.
4. **Dose in custody.** JCVI's weekly sessions in detention are a far lower dose than the twice-daily programming tested in Cook County, and detention stays are often short. The program's effect depends on re-engagement after release, which many programs struggle to achieve.
5. **In-facility programming.** Cognitive behavioral therapy in residential settings is rated ineffective for recidivism. Whether JCVI's continuity after release changes that result is untested.
6. **Faith content.** The curriculum is faith-based and has no secular version yet. Most research on religion and crime is correlational, and the strongest controlled study concerns an adult prison program with a matched design.
7. **Access.** The curriculum is available in English only. Lessons of about 2,200 words may be long for participants with interrupted schooling, and the online cohorts meet on weekday afternoons, which may conflict with work or school.
8. **Jurisdiction and data.** The legal content is specific to Florida. The current data agreement covers Miami-Dade juvenile records only.
9. **Not clinical.** JCVI is education and mentoring. It does not replace clinical treatment, substance use treatment or supervision conditions.

SECTION 11

Recommendations

For We The Revolt

1. Before wide release, have Florida-licensed counsel, including a public defender's office, review the legal content of all 23 JCVI pages, the written-work confidentiality statement and the safety-disclosure protocol in Appendix C.
2. Publish implementation data each quarter, including attendance, weeks completed and the share of participants who finish the Safety Plan and Life Map.
3. Fix the recidivism definition, data agreements and baseline with the Florida Department of Juvenile Justice, and seek adult record data and a Broward agreement, before enrollment grows.
4. Adopt a written data retention schedule and a subpoena-response procedure, and introduce public-domain pre and post measures at weeks 1 and 23.
5. Develop a secular version of the curriculum, Spanish and Haitian Creole editions, a shorter reading-level edition of each lesson, and an evening online session.
6. Report a late online join as late, with the minutes recorded, rather than as an unexplained absence in referrer updates.
7. Define the minimum compliance report a court receives when progress-sharing consent is withheld, and publish group size, session length, facilitator training hours, the mental health referral pathway and a grievance procedure.

For referring agencies and courts

8. Where participation is ordered, tell the family before enrollment that JCVI is faith-based and make a non-faith-based alternative available.
9. Refer at detention admission for young people under 18, and choose JCVI on the referral form for gun-involved young people.
10. Pair JCVI referrals with workforce and education supports after release.

For funders and the State

11. Fund an independent evaluation of JCVI with a comparison design and a pre-registered outcome definition.
12. Fund paid work, stipends or credentialing tied to Life Map goals for participants after release.
13. Recognize the juvenile detention admission as an eligible intervention point in community violence intervention funding, alongside the street and the hospital bedside.

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APPENDIX A

Data sources and methods

Selection of evidence. Research was selected for relevance to one or more JCVI components: programming in juvenile detention, cognitive behavioral principles, mentoring and credible messengers, community and hospital-based violence intervention, faith-based programming, and digital conduct. Preference was given to randomized trials, meta-analyses and federal registry ratings. Null and mixed findings were included where they bear on the design.

Verification. Every citation and statistic was checked in October 2026 against the original publication, the publisher's record, the evaluator's report, or an authoritative index such as the National Criminal Justice Reference Service, CrimeSolutions, or the Office of Juvenile Justice and Delinquency Prevention. Statistics are reported as each source states them. Where a source distinguishes the effect on participants from the effect on everyone offered a program, the text says which is reported. Figures that could not be confirmed against a primary source were excluded.

Law. Florida statutes were read on the Florida Senate's official site. Sections 775.087, 790.01, 790.22, 790.23, 985.26, 985.556, 985.56 and 985.557 were read in the 2026 edition. Sections 777.011, 790.06 and 790.065 were read in the most recent edition available, 2024 or 2025, and their legislative histories show no later amendment. Appellate decisions affecting these statutes, including the 2025 open-carry decision, were checked as of October 2026. This review is not a substitute for advice from counsel.

Curriculum data. Item counts, lesson length and the placement of toolkit elements (Figure 4) were compiled from the curriculum files. Each JCVI page is checked by an automated test suite for structure, the confidentiality and safety statement, the absence of weapon detail, and the absence of em and en dashes.

Program data. Descriptions of settings, referral, consent, reporting and the memorandum of understanding are drawn from the Defining Narratives Institute platform and We The Revolt's agreements as of October 2026.

APPENDIX B

Week-by-week map

Weeks of the program, with the JCVI lesson and the toolkit elements each week uses by name

WEEK	CORE THEME	JCVI LESSON	TOOLKIT
1	Identity and Purpose	**Who You Are Without It**	Name It, Number It, Gun Thoughts
2	Unforgiveness and Grace	Core program only	
3	Choices and Peer Pressure	**Riding Along**	Name It, Number It
4	Trauma and Violence Awareness	**What a Bullet Does**	Name It, Number It, The Two Questions
5	Pride and Accepting Responsibility	Core program only	
6	Conflict Resolution	**How a Beef Starts and How It Ends**	Name It, Number It, The Slow-Down, The Two Questions
7	Anger Management	**The Ten Seconds Before**	Name It, Number It, Gun Thoughts, The Slow-Down
8	Integrity	Core program only	
9	The Cycle of Trauma	Core program only	
10	Habits, Coping and Stress	**Carrying Because You Are Scared**	Name It, Number It, Gun Thoughts, The Slow-Down, The Two Questions, The Safety Plan
11	Sexual Responsibility	Core program only	
12	Substance Awareness	Core program only	
13	Career and Financial Readiness	Core program only	
14	Making It Right	**The People on the Other Side**	Name It, Number It, The Two Questions
15	Life Skills and Future Planning	Core program only	
16	Education and Certification Pathways	Core program only	
17	Decision Making and Emotional Awareness	**What You Post**	Name It, Number It, Gun Thoughts, The Slow-Down
18	Interacting With Authority	**A Gun Case on Your Record**	Name It, Number It, The Safety Plan, The Life Map
19	Mentorship and Peer Accountability	**Credible Messengers**	Name It, Number It, The Slow-Down, The Two Questions, The Safety Plan, The Messenger and the Circle
20	Family Engagement	Core program only	
21	Financial Literacy	Core program only	
22	Service and Giving Back	Core program only	
23	Your Testimony and What Comes Next	**Interrupting It**	Name It, Number It, Gun Thoughts, The Slow-Down, The Two Questions, The Safety Plan, The Life Map, The Messenger and the Circle

APPENDIX C

Safety-disclosure protocol

This protocol governs what happens when a participant answers yes to either of the Two Questions, writes or says that someone is about to be hurt, discloses abuse, or appears to be at risk of suicide. It applies in every setting. Version 1.0, subject to review by counsel (Recommendation 1).

Response by level of risk

LEVEL	RESPONSE	TIMING
1. Concern A yes to either of the Two Questions with no specific threat	The facilitator tells trained staff. Staff meet the participant, update his Safety Plan, and offer contact with a credible messenger or violence intervention partner for support.	Within one business day
2. Specific risk A named person or a plan, with no indication of immediate danger	Trained staff meet the participant the same day, build a safety plan with him, involve a parent or guardian for a participant under 18 where that is safe, and arrange mediation through a trained violence interrupter where one is available.	Same day
3. Imminent danger A threat to a life that may happen soon	Staff call 911. Staff tell the participant that the call was made unless doing so would increase the danger. In a detention facility, facility staff are told under facility rules.	Immediately
Abuse of a child	Staff report to the Florida Abuse Hotline as the law requires.[49]	Immediately
Suicide risk	Staff stay with the participant or keep him on the line, connect him to the 988 Suicide and Crisis Lifeline or 911, and follow facility protocol in custody.	Immediately

- Disclosures are received only by trained staff. Volunteers and messengers who hear a disclosure pass it to staff at once and do not act on it themselves.
- A disclosure is never forwarded to a referrer as a violation report. It is recorded in a restricted safety log, separate from written work, with the level, the response and the time.
- Participants are told in Before You Start and on every written-work page what a disclosure can lead to. The program does not promise that a disclosure will have no consequences.

About

We The Revolt, Inc.

We The Revolt is a Florida 501(c)(3) nonprofit that runs juvenile justice programming in Miami-Dade and Broward counties, Chicago and beyond. It is inside the Miami-Dade and Broward Regional Juvenile Detention Centers weekly and, according to its program records, has reached about 1,200 young people in Miami-Dade and Broward facilities. Its work spans detention programming, re-entry mentoring, community violence intervention and policy advocacy.

Defining Narratives Institute

The Defining Narratives Institute is We The Revolt's learning platform for court-referred young people and adult men. It delivers the Youth Intervention Program, JCVI and other courses in facilities, in person, online and on a phone, with referral tracking, consent, documented hours and court reporting built in.

Author

Ronnie Lillard is the Chief Executive Officer of We The Revolt. He holds a seat on the Circuit 11 Juvenile Justice Advisory Board and sits on the Miami-Dade Regional Juvenile Detention Center Oversight Board.

Contact

We The Revolt, Inc.
support@wetherevolt.com
(305) 608-0517
definingnarratives.org/jcvi

The curriculum, the memorandum of understanding, the platform data described in Section 9 and the measurement plan are available to referring agencies, courts, defense counsel and funders on request.